

Module 15: Better sex?

Goals for Focus Participant

- To become more aware of how sex can go wrong in relationships
- To become more aware of some factors that can contribute to more sexual satisfaction in long-term relationships

Expected Number of Slots

1

Guidance for Facilitators

The focus participant should have been given Module 15 Handouts 1 and 2 at the end of the previous module. During the Module 15 slot he should present his review of the different sources of sexual problems in relationships. Facilitators should make sure he understands why the different factors would potentially create sexual problems.

Ask the group what makes sex okay and what makes it abusive. Get them to generate a list. This should include:

- Consent
- Respect
- Adult partner if you are an adult
- Empathy for each other and thinking of the other person's needs and wishes.
- The extent to which the sexual encounter makes both people happy
- The level of intimacy - sex is more likely to be satisfying if it is accompanied by good intimacy.
- Open communication

The group should then be asked to create a list of things that can be done to increase positive sexual experiences and reduce the likelihood of sex being used in an abusive way. As group members come up with ideas encourage them to discuss why that suggestion would be helpful?

Below are some of the things others have come up with. Facilitators should ensure that something like most of these items are generated by the group

- Talk to my partner about our sexual needs.
- Tell my partner about what I would like to do in a sexual relationship.
- Listen to my partner's sexual needs.
- Work on my self-esteem, so I feel more confident approaching adult women.

- Challenge my unhelpful belief that women should not be interested in sex.
- Get help developing strategies to reduce the number of times that I experience an offence-related fantasy.

Module 15 Handout 1: Better sex?

Sexual passion is usually particularly strong early in a relationship. It is almost inevitable that it will cool to some extent in a long-term relationship but maintaining a mutually satisfactory sex life is an important part of sustaining a relationship. It has been said that a crude index of the quality of a relationship is the number of times you made love in the last six months minus the number of rows you had. If you have rows more often than you make love then you are probably not doing very well. One of the reasons this index works is because in long-term relationships making love contributes to the couple's sense of intimacy as well as to their sexual pleasure. Additionally, problems with emotional intimacy can lead to people being less interested in making love.

This module is about some of the things that can go wrong with a couple's sexual relationship. Module 15 Handout 2 provides a list of things that men with a history of sexual offending have identified as things that made their sexual relationships go wrong.

The basic instruction for this module is to review the provided list of things that other people came up with and

- Work out and be able to explain why this thing could lead to problems
- Identify other things that you may have experienced leading to sexual problems
- Come up with ideas for ways that you might be able to avoid these problems

You should prepare to present what you have come up with to the group

Module 15 Handout 2: Things that can go wrong with couple's sexual relationships

- Not thinking about what the other person wants
- Believing that women who enjoy sex are cheap
- Having sex when I am feeling angry
- Using forced sex to punish a woman, when I am feeling angry.
- Using deviant fantasy
- Not talking to my partner about our sexual relationship.
- Feeling more comfortable in sexual relationships with children, as I feel anxious and inadequate with adult women.
- Being scared of what people will say if I admit I am gay
- Feeling anxious and depressed, and masturbating to help myself feel better.

Module 16: Relationship Skills – Expressing Feelings

Goals for Focus Participant

- To become more aware of the importance in a relationship of expressing feelings
- To understand and practice effective emotional expression

Expected Number of Slots

2

Guidance for Facilitators

The focus participant should have been given Module 16 Handout 1 at the end of the previous module. The participant should present his answers to the following three questions. The group should ask him questions to clarify what he means and to help him be insightful.

- What reasons can you think of that explains why people often fail to express clearly how they feel?
- What about you personally? Try to recall occasions when you have failed to express your feelings to someone you were in a relationship with. What were the barriers you personally feel to expressing feelings?
- How has your attachment style or your beliefs about how men are expected to behave affected how willing you were to express your feelings in a relationship?

Then facilitators should ask the group

- How have you communicated your feelings in ways other than speaking them?

Elicit examples – which might include drinking, slamming doors, walking out, violence. Then lead a discussion about how well this kind of communication works in the long-term. Encourage the conclusion that expressing your feelings through behavior without talking about them seldom works well.

Tell the group that one of the consequences of our unwillingness to express our feelings is that when we do express them we often come across in a way that is experienced as angry or accusing.

Say that it helps if we use “I statements” rather than “You statements”. Give them the example from Handout 1 of a Blaming statement being rephrased as an I-

statement. Then give them a series of Blaming statements (one at a time) and ask them to rephrase them as I statements. Usually there is more than one way to do this. Make sure that the participant does a fair amount of the rephrasing but have the rest of the group join in (a list of Blaming statements is below).

Finally, give the participant Handout 2

Blaming Statements

- You never tell me you love me
- You never touch me or kiss me except when you want sex
- You never ask me how my day went
- You don't do any of the jobs that I ask you to do
- You keep spending money we don't have
- You always spring plans on me at the last minute
- You're always getting upset if I talk to someone else
- You don't do enough to keep the house clean
- You don't do enough to keep the house clean

Facilitators should come up with additional Blaming Statements of their own for this exercise and see that the participant does enough practice to be fluent.

In the next slot for this module facilitators should run role plays designed to build up the participant's skill in using the DESO model to express feelings. The following page has guidance for facilitators in running the role plays.

Module 16 Facilitator Role Play Guidance

Remind the group members of the need to be respectful and supportive when one of their number is doing a role play.

The participant should have met with the facilitators in advance to plan which situations they are going to use for role play practice. As part of their preparation they should identify negative self-talk that might impede their using DESO and positive self-talk that they can use to combat this. They should also, with the facilitators' help, work out how DESO should be used in that situation. They should not, however, prepare an exact script.

In the session, the participant should explain the first situation that he is going to use for role-play practice. The explanation should include why it is difficult to express feelings and the negative self-talk he might engage in. There can then be some discussion in the group of how DESO might be used in the situation.

For the role-play one of the facilitators should act as Director. Everyone should be briefed to start and stop the action when the Director says so.

Another group member should take the opposite role in the role-play and should be encouraged to respond to what the participant says.

When the role-play starts the Director should narrate the scene and the other facilitator should speak the negative self-talk to the participant (speaking from behind him). The participant needs to respond to this with positive self-talk before he can proceed.

The participant then endeavors to express his feelings using DESO, the group member playing the opposite role responds, then the participant should reply, also using the DESO format so far as is possible.

The Director should let the exercise run for about two or three exchanges and then stop the action.

After the action has been stopped the facilitators and the group should provide feedback (and if necessary, suggestions) on how to improve the participants use of DESO. Then the role-play should be rerun.

Emphasize for everyone that the goal of the exercise is increase skill in using DESO to express feelings, not to resolve the original situation. The role-play should be rerun enough times that the participant ends with a "success experience".

The participant should practice with at least two situations during this session. His session can then end with a discussion about helpful ways of expressing feelings.

Module 16 Handout 1:

This module is about expressing feelings in relationships. We often fail to express our feelings in relationships. This can lead our partner to misunderstand us. It makes it hard for them to know how their behavior affects us or to respond to us in the way we would like.

Consider the following three questions and prepare to present to the group what you come up with.

- What reasons can you think of that explains why people often fail to express clearly how they feel?
- What about you personally? Try to recall occasions when you have failed to express your feelings to someone you were in a relationship with. What were the barriers you personally feel to expressing feelings?
- How has your attachment style or your beliefs about how men are expected to behave affected how willing you were to express your feelings in a relationship?

One of the consequences of our unwillingness to express our feelings is that when we do express them we often come across in a way that is experienced as angry or accusing. It helps if we use "I statements" rather than "You statements". Below are two Expressions of Feeling stated in a blaming way, each followed rephrasing them as I statements.

Blaming Statement

You never tell me you love me

I statement

I'd like you to tell me you love me sometimes

Try to think of Blaming Statements that you have used and coming up with ways you could rephrase them as I statements.

Module 16 Handout 2: DESO

In preparation for your next session identify at least three situations in the past where you experienced negative feelings and did not express them effectively. Alternatively, identify potential future situations or where you would like to practice emotion expression. These situations will be used as the basis for role-play exercises to enable you to practice using the DESO model to express your feelings.

Please try to select some situations that are relevant to romantic relationships but you can also include situations involving family or friends.

You should meet with your facilitators in advance to choose at least two of your situations to role-play and to prepare for how to do the role-play

- **DESCRIBE the situation/problem**

e.g. 'When you were talking to that person in the bar...'

- **EXPRESS your feelings (using 'I' statements)**

e.g. 'I felt angry and jealous'.

- **SPECIFY what you want to happen**

e.g. 'If you meet a friend in the bar I'd like you to introduce me to them'

- **OUTCOME**

e.g. 'That way, we'll both enjoy the evening'.

Module 17: Relationship Skills – Empathy

Goals for Focus Participant

- To become more aware of the value of perspective-taking in relationships
- To practice the skill of perspective-taking

Expected Number of Slots

1

Guidance for Facilitators

The focus participant should have been given Module 17 Handout 1 at the end of the previous module.

The participant should present to the group his answers to the questions

- What are the benefits of perspective taking in romantic and other close relationships?
- What is difficult about perspective taking in relationships?
- How might your attachment style interfere with your ability to take the perspective of the other person?
- What kind of negative self-talk has interfered with your ability to take the perspective of the other person in the past?
- How could you combat this negative self-talk?

The group should ask questions to help the participant be more insightful and should add their own ideas about the issues. This discussion should run for 10-15 minutes with the rest of the half-session being used for role-play.

Explain to the group that the participant is going to practice seeing the other person's point of view by doing a role play in which they play the role of the other person while other group members or a facilitator play other relevant roles. The facilitator guidance in the following page gives more detail on how to do this.

The participant should role-play two different situations, each role-play taking 10-20 minutes.

Module 17 Facilitator Role Play Guidance

Facilitators should meet with the participant in advance to agree the situations to role-play and to learn enough about them to direct the role-play. Part of this will include being working out what other roles are required and how to brief other group members to play those roles.

In the session the facilitator who is directing the role-play should brief the role-players, perhaps giving each party some brief written guidance about their role. The should begin the role-play by narrating the context and the action to set the scene and by taking some effort to put the participant in the role of whomever they are playing. This should include things like: asking them about themselves and their life; asking them what has happened for them that day; asking them what they are wearing; asking them what they can hear or feel in the situation; asking them what they are feeling or expecting at the point just prior to the role-play starting.

Note that preparation for the role-play prior to the role-play would include eliciting this information from the participant prior to the session. If the participant says he doesn't know either in preparation or in the session, tell him to use what he knows to imagine what would be likely to be true. Remind him that the point of the exercise is for him to practice imagining another person's point of view.

Once the participant is in role there are two options. Either participant can be asked to discuss the situation from this perspective. Alternatively, action that corresponds more or less to what the participant recalls having actually taken place can be run in role-play with someone else playing the participant and another person playing anyone who significant for the role-play. Note that it doesn't have to correspond perfectly to what actually happened.

The director can, and should, at appropriate points, pause the action and ask the participant (in role) what he is thinking or feeling now. Then the director can restart the action.

After the role-play is over director should take the participant out of role. "I want you to come out of role now. You were playing the role of XX, but who are you really? ... Where are you now? What can you see? .. The point is to ground the participant back in the here and now.

Then the participant should be de-briefed asking:

- What did you learn from that role-play?

- How easy/difficult was it to see the situation from another perspective?

Module 17 Handout 1:

Module 17 is about empathic behavior in close relationships. When a couple is having a row it is commonplace that each of them feels that the other doesn't understand their point of view. Being empathic in situations like that is particularly difficult because it is all too easy to be defensive and to be so concerned with asserting your own point of view that you aren't really willing to hear your partner's perspective.

The basic instruction for this module is to consider and be prepared to present to the group about the following five questions:

- What are the benefits of perspective taking in romantic and other close relationships?
- What is difficult about perspective taking in relationships?
- How might your attachment style interfere with your ability to take the perspective of the other person?
- What kind of negative self-talk has interfered with your ability to take the perspective of the other person in the past?
- How could you combat this negative self-talk?

Once you have done that, you should remember situations from past romantic relationships or other close relationships in which you didn't understand the other person's behavior or where it would have been useful to attend to their point of view. Then pick situations that you wish to use for role-plays to practice the skill of empathic perspective-taking. To practice this skill you will be asked to play the role of the other person in the situation with someone else playing your part. You can choose past situations or potential future situations.

Prior to the session in which you are scheduled to present you should meet with your facilitators to agree which situations you are going to use to practice. They will also ask you for more details about the situation so that they can direct the role-play effectively.

Module 18: Relationship Skills – Giving Support

Goals for Focus Participant

- To become more aware of

Expected Number of Slots

1

Guidance for Facilitators

The focus participant should have been given Module 18 Handout 1 at the end of the previous module.

The participant should present to the group his answers to the following questions about giving support.

- What does it mean to give support to a person in a relationship?
- What can we do to give support?
- What are the costs and benefits of giving support?
- How might your attachment style affect your ability or willingness to give support?
- What else might stop us from giving support to others?

After he has given his answer to each question, group members should (a) ask him questions to explore his ideas, and, (b) contribute their own ideas.

Then the participant should present to the group his answers to the following questions about receiving support.

- Why is it important to be able to receive support from others?
- Why is it sometimes difficult to receive support from others?
- How might your attachment style stop you from receiving support from others?

After he has given his answer to each question, group members should (a) ask him questions to explore his ideas, and, (b) contribute their own ideas.

Then the facilitators should run an exercise in which the participant role-plays either giving or receiving support with another group member playing the opposite role. In role-play should be run twice, once with the participant in the supporting role and once with him in the receiving support role. The facilitators

should generate enough role-play vignettes for the participant to have a turn role-playing with each of his group members (so seven vignettes for a group of eight). After each role-play, facilitators should identify something that each participant did well and comment on that. Additionally, if there are obvious ways in which support could have been better given or received, these can be discussed in group and the role play can then be re-run.

Vignettes for this exercise can be quite simple. Here is an example:

Your partner has been complaining that you do not pay him/her enough attention. One night you have just had your supper and now you want to watch a particular sporting event on television. Your partner gets angry and says that you are not interested in them, and why do you never want to just talk.

Note that this kind of vignette involves situations where there are some initial deterrents to giving support (in this case – you want to watch television and your partner is speaking angrily).

The facilitators should generate vignettes that are a good fit to the life of the participant. They can relate to potential future situations as well as to situations modeled on what might have arisen in the participant's past.

Module 18 Handout 1:

This session is about giving and receiving support in a relationship. One of the important benefits of being in long-term romantic relationship is that the other person can provide you with emotional support that helps you manage the trials of everyday life more easily. Relationships are more likely to prosper if support goes both ways so it is important to be able to give and receive support.

The basic instructions for this module are

(1) Think about the following questions regarding giving support and prepare to discuss them with your group.

- What does it mean to give support to a person in a relationship?
- What can we do to give support?
- What are the costs and benefits of giving support?
- How might your attachment style affect your ability or willingness to give support?
- What else might stop us from giving support to others?

(2) Think about the following questions regarding receiving support and prepare to discuss them with your group.

- Why is it important to be able to receive support from others?
- Why is it sometimes difficult to receive support from others?
- How might your attachment style stop you from receiving support from others?

Module 19: Relationship Skills – Managing Conflict

Goals for Focus Participant

- To become more aware of

Expected Number of Slots

2

Guidance for Facilitators

The participant should have been given Module 19 Handout 1 at the end of the previous module.

The participant should be asked to present his answers to the following questions.

- What is conflict?
- What sorts of things have caused conflict in your relationships, or might cause conflict in a relationship?
- Do you seem to experience conflict in my life more or less often than other people?
- How have you handled conflict in relationships in the past and which ways have worked better for you?
- How has your attachment style affected how you handle conflict?
- What kinds of self-talk has either helped you handle conflict or made it harder for you to handle conflict

After he has given his initial answer to a question the group should be invited to ask him additional questions to help him develop insight. Then they should add their own ideas or examples from their own lives that would be relevant to the question.

Finally, facilitators should lead a group discussion on Constructive and Destructive ways of handling conflict in a relationship. Make sure they generate examples of both kinds and discuss why these are constructive or destructive. Then they should share Module 19 Handout 3 with all of the group and lead a discussion exploring the merit of the different ideas in this handout.

At the end of the session give the participant Module 19 Handouts 2 and 3 in preparation for his next session.

In his next session the participant is going to use the steps from Handout 3 to practice responding to conflict more constructively. Module 19: Facilitator Role Play Guidance provides instructions on how to do this.

Module 19: Facilitator Role Play Guidance

Facilitators should meet with the participant in advance to agree which situations are to be worked on and to gather sufficient information about them to run the role-plays.

In the session the participant should describe the conflict situation that he is going to role-play to the group. Facilitators and the group should ask him questions to identify issues related to his attachment style and other sources of negative self-talk that might get in the way of his responding to the conflict constructively.

Then have a brief discussion of what constructive strategies could be used to manage the conflict.

Another group member should be identified to take the other role in the role-play. The group member whose scenario it is should be encouraged to provide the other role-player with some guidance about how to respond (if it is a historical situation, they should briefly go over what the other person said in the situation).

One of the facilitators should take on Directing the role-play while the other will be the voice of "Unhelpful self-talk"

The conflict situation should then be role-played. Before the action begins the Director should narrate the scene, then Voice of Unhelpful Self-Talk (standing behind the participant) should speak this self-talk aloud to the participant. The participant has then to respond to this effectively before action commences. Once the Director indicates action should commence with the participant trying to use Constructive responses and the other role-player responding naturally.

If the group member has difficulty the action should be paused and he should be given a chance to have another go. If it is helpful the group can make suggestions as to things he can do or say before he tries again.

When the role-play is over facilitators should ask other group members what the participant did well. They should join in praising his achievements.

Then the participant should be asked to reflect on the experience using the following questions

What strategies were most helpful in solving the conflict?

What was most difficult about the role-play?

Which strategies do you think you would use again in the future when trying to manage conflict?

The participant should practice role-playing at least two conflict-situations (one from the past and one set in the present or the future) in this session. Give him a short break between the two role-plays as this work can be quite intense.

Module 19 Handout 1:

This module is about conflict in relationships. Some conflict in a relationship is fairly normal. Indeed no conflict might mean that one person wasn't speaking up about their needs while secretly becoming resentful. Conflict can become cause serious relationship problems if either it is too frequent or if it is not responded to in a constructive way.

The basic instruction for this module is to think about and prepare to present to the group your answers to the following questions

- What is conflict?
- What sorts of things have caused conflict in your relationships, or might cause conflict in a relationship?
- Do you seem to experience conflict in my life more or less often than other people?
- How have you handled conflict in relationships in the past and which ways have worked better for you?
- How has your attachment style affected how you handle conflict?
- What kinds of self-talk has either helped you handle conflict or made it harder for you to handle conflict

Module 19 Handout 2:

Review Handout 3 and make sure you understand the steps as you are going to practice using them in role-playing conflict situations.

Then you should identify situations that can be used to for you to practice. Recall at least two situations in the past where you have handled conflict badly, plus either a current conflict that you are not sure how to handle or a potential future situation involving conflict.

You should then spend sometime working out how to apply the steps to each of these situations. You should meet with your facilitators to discuss this and to choose the specific situations that you will role-play.

Module 19 Handout 2: STRATEGIES FOR HANDLING CONFLICT

1. Have a motivation to resolve conflict

It is important that you really want to solve the problem. If you find yourself starting to think 'It's not worth it', 'Why should I bother?', or other unhelpful thoughts, try using alternative self talk, reminding yourself of the benefits of resolving the conflict, for you, your partner, and the relationship. Sometimes it is hard to see the benefits in the short term, but try looking at the longer term.

2. Self Talk

Use positive self-talk to challenge unhelpful negative self-talk and to manage emotions.

3. Perspective taking

Think about the other person's point of view.

4. Communicating my feelings

Express your feelings carefully, using DESO. Make sure you take responsibility for your feelings, using 'I' language, and not blaming. For example, 'I feel upset', instead of 'You make me upset'.

5. Receiving other people's feelings

Listen to the other person's feelings, even if they are hard to hear. It is important to take responsibility for anything you may have done wrong, and not get defensive.

6. Be prepared to compromise

In a close relationship, winning and losing is not really helpful. Try to see an outcome that both people can benefit from. If you 'win', and get what you want now, then your partner may feel unhappy and cheated, so in the long run, you may lose out too. Try to look for the 'win-win' outcome, where both of you are happy. This might mean both of you compromising.

Module 20: Relationships Skills: Jealousy

Goals for Focus Participant

- To become more aware of

Expected Number of Slots

1

Guidance for Facilitators

The focus participant should have been given the Module 20 Handout at the end of the previous module.

The participant should present his answers to the following questions:

- What is jealousy and how does it feel?
- How do people think, feel and behave when they are jealous?
- What sorts of things have made you feel jealous in the past and how did you think, feel and behave?
- How was your response affected by your attachment style?
- What are more helpful ways that you could have responded?

After he has given his initial answer to a question the group should be invited to ask him additional questions to help him develop insight. Then they should add their own ideas or examples from their own lives that would be relevant to the question.

Then the facilitators should present jealousy scenarios to the group. For each scenario the participant should try to identify the following with the groups help

- What unhelpful self-talk would be likely to be triggered by this scenario?
- How could he best combat this self-talk so that he is freed to react in a more effective way?
- What would be the most effective strategies for resolving his discomfort in a way that would be helpful to his relationship?

Facilitators should develop 5 jealousy scenarios for the participant to work on. These should be crafted to be relevant to his life or to possible situations he may be in in the future. Possible topics of jealousy for scenarios might include such things as

- A partner who continues to show what might be signs of continuing interest in an ex
- A partner who seems very attentive to attractive people while ignoring you

- A partner who spends a lot of time talking to parents and not enough time attending to you
- A partner who is more confident and socially skilled than you
- A partner who earns more money than you

Make the scenarios specific examples of more general themes.

Module 20 Handout: Jealousy

This module is about jealousy. Sometimes feeling jealous is natural in romantic relationships. After all, cheating is not that uncommon and may cause a relationship to go wrong or result from a relationship going wrong, so either way, if you think your partner might be cheating or inclined to cheat you have reason to worry. At the same time jealousy itself is painful and can cause problems even if they didn't exist before.

The basic instruction is to consider the following questions and prepare to present your answers to the group.

- What is jealousy and how does it feel?
- How do people think, feel and behave when they are jealous?
- What sorts of things have made you feel jealous in the past and how did you think, feel and behave?
- How was your response affected by your attachment style?
- What are more helpful ways that you could have responded?

Module 21: Being Alone

Goals for Focus Participant

- To become more aware of

Expected Number of Slots

1

Guidance for Facilitators

The focus participant should have been given Module 21 Handout at the end of the previous module.

The participant should present his answers to the following questions.

- *What is loneliness?*
- *When do people tend to feel lonely?*
- *When have you felt lonely in the past? (come up with some specific situations)*
- *How have you felt when you were lonely in the past?*
- *What thoughts have you had when you were lonely in the past?*
- *How do you think when you feel lonely?*
- *What are the best ways for you of combatting feelings of loneliness*
- *What is the difference between being alone and being lonely?*
- *What's negative for you about being alone? What could you do to combat this?*
- *What's positive for you about being alone? What could you do to take advantage of this?*

After he has given his initial answer to a question the group should be invited to ask him additional questions to help him develop insight. Then they should add their own ideas or examples from their own lives that would be relevant to the question.

Module 21 Handout: Loneliness and Being alone

This module is about loneliness and being alone. We all feel lonely sometimes and we are all alone sometimes though these are not necessarily the same thing. We can sometimes feel lonely even when we are with other people and people who are along don't always feel lonely.

The basic instruction for this module is to think about the following questions and prepare to present your answers to the group.

- *What is loneliness?*
- *When do people tend to feel lonely?*
- *When have you felt lonely in the past? (come up with some specific situations)*
- *How have you felt when you were lonely in the past?*
- *What thoughts have you had when you were lonely in the past?*
- *How do you think when you feel lonely?*
- *What are the best ways for you of combatting feelings of loneliness*
- *What is the difference between being alone and being lonely?*
- *What's negative for you about being alone? What could you do to combat this?*
- *What's positive for you about being alone? What could you do to take advantage of this?*

Module 22: Bringing it Together

Goals for Focus Participant

- To review what he has learned in Phase II
- To make sure that what he considers most important is captured in his Resource Folder
- To make sure he has developed useful Self-Control Cards
- To prepare him for the Maintenance or Release Preparation Phases

Expected Number of Slots

2-3

Guidance for Facilitators

The focus participant should have been given Module 22 Handout at the end of the previous module.

The focus participant should present his Resource Folder, explaining what he has placed there and why he values what he has put in it. Feedback should mainly be encouraging at this stage. Highlight things you like about what he has done. Ask questions mainly to help him explain things more clearly.

There are a lot of topics for him to talk about so up to three slots are planned for this.

Potential Risk Factors to Watch For

Self-Control Cards

Inspiration for Tough Times

Control Strategies to Develop

Protective Factors to Build

Life Goals to Pursue

Effective Problem-Solving

Emotion-Management

Relationships

Manage time so that there is about 15 minutes left at the end for a final exercise in which each group member is asked to look at the participant and tell him one thing that he particularly likes or values about him.

Module 22 Handout: Bringing it Together

This module is about bringing what you have learned together and making sure it is something you can use in the future.

Throughout the program you have been putting information into your Resource Folder. During this last module you should go through your Resource Folder, tidying it up, making sure it all makes sense to you, and that you have got what you think is important in it. Meet with your individual therapist so that they can help you with this.

Then prepare to share with the group what you have put into different parts of the Folder and explain to them why it is important for you. You are given two or three occasions to do this.